

Crossroads Charter School

Charter School Application

Narrative

I. WHO WE ARE

A. Founding Group

Citizens for Educational Excellence (CEE) is an Indiana nonprofit corporation organized to provide educational opportunities and options for the children of Marion County, Indiana. Specifically, CEE will look to create several learning organizations that are tasked with delivering profound gains in the academic and emotional development of children in a kindergarten through eighth grade setting.

The Indianapolis community has historically exhibited its eagerness and willingness to come together as one complete entity, to collectively pool resources, and to direct their efforts towards a common initiative—to create a quality working, living, and recreational environment for the entire community. A more specific and salient example of those total combined efforts would be the renaissance and revitalization of the Indianapolis downtown area. Similarly, a diversely assembled, civic-minded group of community professionals have come together as one body eager to volunteer their time, talents, and resources in providing an educational alternative for the parents and students of the Indianapolis community.

The founding group represents a cross section of the entire Indianapolis community. Each member of the CEE Board of Directors is uniquely qualified to serve. Their areas of expertise run the gambit from community service, real estate, marketing, and education. For example, **Dr. Tom L. Brown**, professor at Martin University, is well known throughout the Indianapolis community as an educator, community activist, and pastor of Ebenezer Missionary Baptist Church, located at 1901 Harding Street. Dr. Brown's skills and resources will be invaluable in educating the community about the proposed school and initiating a positive relationship with the local Indianapolis Public Schools District. Also, Dr. Brown has enjoyed an outstanding relationship with the Indiana Black Expo, Inc., since its inception in 1970. More importantly, Dr. Brown's historical relationship with IBE and board membership at the proposed school could eventually lead to a collaboration of educational programs and other related initiatives.

Another board member who is volunteering his efforts and talents to this new educational initiative is **John P. DeMarco**, an attorney for Rolls-Royce Corporation, locally anchored in Indianapolis. Mr. DeMarco brings a wealth of legal, technical knowledge regarding contracts, as well as proven managerial skills from the private sector. Mr. DeMarco's youthful enthusiasm should also amend paradigm changes in the way education has been delivered in the past.

Joseph Davis is currently Vice President of Operations at Indiana Business College. Mr. Davis' experiences in banking and finance will prove invaluable in assisting with budgetary items, as well as grant seeking for additional school revenue. In addition, Mr. Davis has extensive community contacts and affiliations, which can serve as a platform for in-kind professional and corporate partnerships with the proposed school.

Fred Green, Senior Client Services Director for Paul I. Cripe, Inc., has an impressive and extensive list of architectural and structural accomplishments in and around the Indianapolis community. Also, Mr. Green's knowledge, association, and experience in educational construction will assert themselves as decisions regarding site location, available property and building construction surface during the process.

Kathryn Jordan is a former Indianapolis educator who is presently Vice President of Communications for the Pacers Sports and Entertainment in Indianapolis. Ms. Jordan's expertise in public relations, marketing and communications provides a tremendous asset and venue for sharing pertinent information about the proposed school. Similarly, Ms. Jordan's experiences as a former educator can only be viewed as a positive when considering administrative candidates to lead the proposed school during the selection process. Furthermore, the proposed school will most certainly be the beneficiary of Ms. Jordan's association with the infamous Pacers Sports and Entertainment, located in Indianapolis.

In summation, each board member possesses individual skills and talents that will be invaluable assets to all while serving their respective terms. Practically all board members have had some prior board experience in one capacity or another, and all have willingly accepted the challenge of being pioneers of educational choice. More importantly, all are committed to meeting the needs of children and to serve the parents and community in Indianapolis to the best of their collective abilities.

The following can be found in **Appendix A**:

- Resumes
- Memos
- Background Authorization Forms

B. Community Partnerships

CEE has chosen to pull together two organizations, each with tremendous expertise in their own area.

National Heritage Academies (see **Appendix J**) currently provides its educational program to 28 charter schools in Michigan, New York and North Carolina. National

Heritage Academies' academic results show steady improvement each year. CEE is impressed by NHA's solid management ability, its financial stability, and its proven track record. As recently featured in The American Enterprise, *Vista Charter Academy a Model School*: "Though most of the kids come from low-income households and the student body is almost 70 percent minority, the results from last year's Metropolitan Achievement Test show students scoring well nationally, and improving dramatically from last year." This past year two charter schools in West Michigan, Cross Creek Charter Academy and Eagle Crest Charter Academy, while working in partnership with NHA, received the State's Golden Apple Award. Finally, in its issue brief, Lexington Institute sited National Heritage Academies as a Charter School Model.

To enhance National Heritage Academies' tremendous educational expertise, **Citizens for Educational Excellence** encouraged NHA to develop a partnership with the Indiana Black Expo (see **Appendix B**). This unique partnership brings national educational expertise together with a local understanding of the children and community of Indianapolis, Marion County and the state of Indiana. The nationally renowned Indiana Black Expo, Inc., is a long time member of the Indianapolis community. Reverend Charles Williams, President of IBE, and State Representative Bill Crawford, IBE Board Chairman, have labored assiduously to guide IBE "to be an effective voice and vehicle for the social and economic advancement of African-Americans." IBE continues to provide the community with a variety of programs and events to enrich African-American culture and highlight African-American history. Also, IBE has created a Youth Technology Institute, which will expose African-American children to technological skills.

Citizens for Educational Excellence believes that this unique public/private collaboration will give CEE the potent ability to positively impact the lives of children through excellence in education.

II. OUR VISION

A. Mission Statement:

The mission of **Crossroads Charter School** is to provide a learning environment that encourages a love of learning, promotes high achieving learners, and produces responsible citizens.

B. Need

At its core, the proposed **Crossroads Charter School** is about **opportunity**. Opportunity for: students to obtain a top-notch education that will prepare them for success in life; families to be engaged in their children's education; teachers to

use their talents in a school-setting that rewards ingenuity; and, the Indianapolis community to have a new public school that will serve as a shining example of the success that can be achieved when a community comes together with a well-defined mission and singleness of purpose.

Our proposal is not about criticizing the Indianapolis public schools. We cannot ignore the fact, however, that too many of our students are being left behind. As no single school system can be expected to be “all things to all people,” our goal is to provide a high-quality alternative to which the families of our city will have access. Still, the need for this school is clear. According to the Indiana Department of Education ISTEP scores, the following is a comparison of the ISTEP Total Battery (Mean Normal Curve Equivalent) for grades 3 and 6:

	INDIANAPOLIS		STATE		STATE NON-PUBLIC	
Year	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
1994-95	58.3	46.3	65.9	61.0	70.4	68.6
1995-96	62.1	47.3	66.9	61.8	71.3	68.9
1996-97	50.1	44.3	60.8	60.2	67.4	68.7
1997-98	52.4	44.4	59.9	56.8	64.8	64.7
1998-99	51.2	45.3	60.0	57.8	64.6	65.5
1999-00	55.2	48.0	61.0	58.4	65.6	65.9
2000-01	56.6	46.9	61.7	58.7	65.9	66.2

The following key points can be made:

- In both grades for all years, Indianapolis Public Schools scores below the state’s average for public and non-public schools.
- Scores in both grades fluctuate from year to year with no steady increase in achievement.
- Scores in 6th grade are significantly lower than 3rd grade in Indianapolis. This indicates a need for reinforced learning at higher grades.

C. School Characteristics

Proposed 2002-2003 Calendar

It is our intent to align our school calendar with that of the local school district. This will allow families with children attending multiple school locations the convenience of shared release time. However, there may be some scheduling differences. We intend to offer, at minimum, 180 days of instructions with 6.5 hours of instruction per day for full-time students.

2002-2003 Calendar

August	6-17	Teacher Training (two weeks)
September	4	First Day of School (1/2 day)
October	19	Teacher In-Service (no school)
	26	End of Marking Period
	29	Evening Teacher Conferences
	30	Teacher Conferences (half-day)
November	1	Teacher In-Service (half-day)
	2	Fall Break (school closed)
	22-23	Thanksgiving Break (school closed)
December	19-31	Winter Break (school closed)
January	1	Winter Break (school closed)
	18	End of First Semester (1/2 day)
February	14	In Service (no school)
	15	Mid-Winter Break (school closed)
March	22	End of Marking Period
	26	Evening Teacher Conferences
	27	Teacher Conferences (1/2 day)
	28	½ Day
	29	Spring Break (school closed)
April	1-5	Spring Break (school closed)
May	27	Memorial Day (school closed)
June	18	Last Day of School (1/2 day)
August	6-17	Teacher Training (two weeks)

~182 Days

~1183 Hours

School Daily Schedule

6.5 Hours of Instruction

8:00 a.m.	Students arrive
8:15 a.m.	Instruction begins
11:30 a.m.	Lunch periods and recesses
12:00 noon	Afternoon Instruction begins
3:15 p.m.	Dismissal

Periods of Instruction {tc "Periods of Instruction " \1 3}

Kindergarten (weekly time allotment)

650 minutes Language Arts/Reading
350 minutes Math
200 minutes Writing/Grammar/Spelling
200 minutes Science/Social Studies
90 minutes Specials
75 minutes Lunch/Recess

First and Second Grades{

$\frac{1}{2}$ hour Lunch
1 $\frac{1}{2}$ hour Planning/Specials
1 $\frac{1}{2}$ hours Math
2 hours Language Arts
 $\frac{3}{4}$ hour Science
 $\frac{3}{4}$ hour History/Geography/Government
 $\frac{1}{2}$ hour Homeroom/Additional Work

Third, Fourth, and Fifth Grades{

$\frac{1}{2}$ hour Lunch
1 $\frac{1}{2}$ hour Planning/Specials
1 $\frac{1}{2}$ hours Math
1 $\frac{1}{2}$ hours Language Arts
1 hour Science
1 hour History/Geography/Government
 $\frac{1}{2}$ hour Homeroom/Additional Work

Sixth, Seventh, and Eighth Grades{t

$\frac{1}{2}$ hour Lunch
1 $\frac{1}{2}$ hours Planning/Electives
1 $\frac{1}{2}$ hours Math
1 $\frac{1}{2}$ hours Language Arts
1 hour Science
1 hour History/Geography/Government
 $\frac{1}{2}$ hour Homeroom/Additional Work

A Day in the Life of a Typical Student

Morning Preparation

Pack lunch and book bag. Parents drive the student to school. The ride allows quality time and conversation.

Arrival

Student drop-off procedure, following outlined traffic drop at designated time

Before Classes Begin

Student will go to locker and get set for morning classes, talk with friends and study.

Morning Schedule

- 8:15 – 8:30 AM: Character Development – Journal writing focusing on the virtue of the month. There may also be a question on the board in which students are to respond.
- 8:30 – 9:10 AM: Science – review of recent lesson, discussion of homework assignment, explanation of daily lesson and homework assignment, and science activity or experiment.
- 9:15 – 9:55 AM: Social Studies—review of recent lesson, discussion of homework assignment, explanation of daily lesson and homework assignment.
- 9:55 – 10:05 AM: Break – snack and talk with friends
- 10:05 – 10:45 AM: Language Arts--Grammar, Reading, Vocabulary, Writing Process
- 10:45 – 10:50 AM: Break--Restroom and Drink, socialize with friends
- 10:55 – 11:30 AM: Language – continuation of class before break
- 11:30 – 11:35 AM: Break
- 11:35 AM – 12:15 PM: Electives: Drama, Choir, and Science Olympiad
- 12:15 – 12:30 PM: Lunch
- 12:30 – 12:45 PM: Outdoor or Indoor Recess -- football, soccer, walk and socialize with friends

Afternoon Schedule

- 12:45 – 1:00 PM: Homeroom--Read, tell jokes, discuss fun things, reminders, rules, and procedures
- 1:00 – 1:45 PM: Electives--Art, Spanish, Gym, or Journalism (Electives change quarterly so that every student has participated in each of the selections by the end of the school year)

- 1:45 – 2:30 PM: Math (i.e. independent study in Algebra II)
- 2:30 – 2:35 PM: Break
- 2:35 – 3:10 PM: Math

Dismissal

- 3:10 – 3:15 PM: Homeroom
- Pack book bag with homework assignments
- Pick up siblings located in their wing of the building
- Go to parking lot to be picked up by parents

Afternoon Activities may include:

- Homework
- Track and Field
- Soccer
- Basketball
- Volleyball

III. EDUCATION SERVICES PROVIDED

A. Educational Philosophy

Our educational philosophy is based on three main assumptions:

- All children can learn if they are taught appropriately.
- All teachers can be successful given effective teaching materials and sufficient training and support.
- Children learn best when they are specifically instructed in content to be mastered.

Our educational philosophy is best articulated by Dr. Marva Collins in her book, *Marva Collins Way*. “My approach was to teach the total child. A teacher should help develop a child’s character, help build a positive self-image. I was concerned about everything—attitude, manners, grooming.”

Dr. Collins calls for a return to a classical education: “I always thought it better to teach a child how to attach a word phonetically . . . I taught my students how to add and subtract, but I also taught them that arithmetic is a Greek word meaning “to count” and that numbers were called digits after the Latin word “digitus”, meaning finger.”

This theme is continued in the work of Jeanne Chall, *The Achievement Challenge*. Chall’s study takes a broad view of teacher centered vs. student centered. She concludes that quantitative, qualitative and historical evidence supports traditional teacher centered methods as the most effective.

Furthermore, James Coleman, outlines in a recent article by E.D. Hirsh, Jr. "Education Matters, Spring 2000," that: "a rich demanding curriculum; a structured, orderly environment; lots of explicit instruction; and the expectation that all children reach minimal competency in every subject by grade's end provide the best academic results."

All this points to a traditional, classical education. As an organizing group of a charter school, we are excited by the thought that education is the great equalizer. With an education a child can achieve. With an education a child can taste success. Imagine the potential waiting to be unleashed by an education. Fertile, eager, young minds, hopeful to become. In *Cultural Literacy*, E. D. Hirsch wrote, "Some say that our schools by themselves are powerless to change the cycle of poverty and illiteracy. I do not agree. They can break the cycle, but only if they themselves break fundamentally with some of the theories and practices that education professors and school administrators have followed over the past fifty years."

Outline of Teacher Directed Instruction Philosophy

1. Carefully Designed Curricular Materials

a. Analysis of the Curriculum

1. The curriculum has been developed to be a challenging, liberal arts program. It is distinctive in its strong emphasis on the core knowledge necessary for effective communication across cultures.
2. The curriculum employs a variety of materials, especially primary sources and classic children's literature.
3. Learning is hands-on. Textbooks are not used in history or science.
4. Reading instruction is phonics-based with a strong emphasis on comprehension and oral fluency.

b. Instructional design of teacher centered instruction curriculum

1. Teachers model skills and teach specific facts to the students.
2. Mastery is expected of all material.
3. Students freely ask questions in order to master all material being taught.
4. Tests and quizzes are frequently utilized to check for mastery.

2. Effective Teaching Strategies

- a. Teachers clearly present material to be mastered.
- b. Teachers present the material in a highly engaging manner that excites and motivates children
- c. Teachers use a variety of methods when teaching material.
- d. Teachers present and review material multiple times in order to facilitate student learning.

3. Teacher Expectations and Attitudes

High expectations for all students is a key component of effective instruction. Children can do far more than they are frequently asked to do. They become even more motivated when they discover how much they are able to learn.

B. Academic Standards

Following are example exit standards for Eighth Grade in . . .

Mathematics

- Students will read, write, compare, and solve problems using decimals in scientific notation.
- Students will add, subtract, multiply, and divide rational numbers in multi-step problems.
- Students will write and solve linear equations and inequalities in one variable, interpret the solution or solutions in their context, and verify the reasonableness of the results.
- Students will identify and describe basic properties of geometric shapes: altitudes, diagonals, angle bisectors, and perpendicular bisectors, central angles, radii, diameters, and chords of circles.
- Students will convert common measures for length, area, volume, weight, capacity, and time to equivalent measurements within the same system.
- Students will identify claims based on statistical data and, in simple cases, evaluate the reasonableness of the claims.
- Students will analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

English Language Arts

- Students will analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
- Students will compare and contrast the features and elements of consumer materials to gain meaning from documents.
- Students will determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).
- Students will discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Students will write biographies, autobiographies, and short stories that:
 - tell about an incident, event, or situation by using well-chosen details.
 - reveal the significance of, or the writer's attitude about, the subject.

use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

- Students will use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.
- Students will paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

History

- Students will describe major Indian groups of eastern North America, including early conflicts with European settlers.
- Students will identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States of America, including the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, Bill of Rights, Federalist and Anti-Federalist papers, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).
- Students will read a topographic map to interpret its symbols. Determine the landforms and human features that represent physical and cultural characteristics* of areas in the United States.
- Students will identify economic factors contributing to the European exploration and colonization in North America and the American Revolution, and the drafting of the Constitution of the United States.
- Students will examine key ideas of individuals in the Second Great Awakening, such as Henry Ward Beecher, and explain their relationship to social reform movements in the early decades of the 1800s.

Student Promotion

It is not enough for teachers to simply "cover the material" in class. The curriculum must be taught for **student mastery**. It is essential that students master the subject matter in one grade before they move on to the next. Because of this strong commitment to student mastery, teaching in the school classroom will be quite different from teaching in other current classrooms throughout the United States.

The outstanding teacher understands that learning is a process. Patience is required. The material to be mastered is taught slowly and in an organized manner. Repetition and review are critical if students are to master the subject matter. Homework reinforces the concepts learned in school and further helps the student

master learning. The primary responsibility of the teacher is the student's academic potential needs.

Students shall master all the grade level objectives before being promoted to the next grade level. This shall be measured through an objectives mastery checklist (see sample report card below) that each teacher shall keep for each student. The mastery checklist shall be aligned with the Indiana Academic Standards to insure each student is mastering grade level objectives. Expectations shall be high with student achievement encouraged through a variety of methods.

First Grade Report Card		Marking Period			
		1	2	3	4
S = SKILL GRADE					
<u>Reading/Language Arts</u>		S			
Reading		S			
• Phonics		S			
• Reads high frequency words		S			
• Comprehension		S			
• Attitude towards reading		S			
• Reading stage		S			
Grammar		S			
Composition/Writing Stage		S			

C. Curriculum

Curriculum can be described as a coherent plan for instruction and learning which serves as the basis for both the teacher's and student's active involvement in the construction and application of knowledge.

The ***National Heritage Academies Program*** seeks to provide each student with a program of study that is challenging and effective. The instructional program is characterized by a strong, balanced core curriculum with an emphasis on the basic skills. In addition, the Character Development is infused into the instructional program in an effort to help students develop into caring and responsible citizens.

The National Heritage Academies curriculum has been carefully aligned (a sampling of the alignment is available in **Appendix C**) in order to meet the learning objectives and skills addressed in the primary and supplemental instructional resources. The aligned curriculum shall be published to each teacher. A sample of the curriculum currently being used at a National Heritage Academy

has been included in **Appendix D**. It has also been correlated to state core curriculum content standards (a description of what all students should know and be able to do in each of the subject areas) and the Hirsch Core Knowledge Sequence. See **Appendix E** for two sample lessons. We address the implementation of the curriculum for special populations under the topics of “Limited English Proficiency”, “Special Education Plan”, and “At-Risk Students.”

Reading

We believe that successful readers must be given all of the tools necessary to read. This includes an intensive and direct phonics program beginning in Kindergarten. The systematic introduction and practice of sounds from Kindergarten through the first marking period of second grade enables all children to be firmly rooted in the basics of the English language. Remedial students in grades 3 and 4 receive corrective reading phonics instruction.

Students are instructed from the very beginning of their reading experience that there is important meaning in the text. Comprehension skills are modeled, taught, and evaluated at every grade level.

Teachers will work to develop fluency in all readers. Children are given many opportunities to read both silently and aloud. Teachers model fluency and expression at every grade level through the oral presentation of classical literature.

Our students will regularly read classical children's literature. It is our desire to expose them to outstanding works in the field of children's literature with a strong emphasis on books containing rich language and vocabulary.

The Open Court Publishing Company's *Collections for Young Scholars* is a comprehensive program that will prepare students to lead productive lives in twenty-first century society. *Collections for Young Scholars* is built upon principles that reflect the consensus of leading literary researchers and practitioners regarding what is essential for reading success. Initial reading instruction relies on the explicit teaching of sounds, on the blending of sounds into words, and the leverage of using this knowledge for reading and writing. The *Collections for Young Scholars* is a comprehensive program that addresses all aspects of English and reading.

Students who experience *Collections for Young Scholars*:

- Learn how to read and respond to a variety of texts
- Acquire strategies for accessing information and exploring concepts
- Learn how to communicate effectively using both oral and written language
- Learn how to work both independently and collaboratively
- Learn how to give sustained effort to thinking and problem solving

English

All students are expected to develop a strong understanding of and appreciation for the English language. A challenging spelling program includes weekly spelling lists and quizzes. Students are instructed in all areas of grammar and punctuation including topics such as roots, prefixes, suffixes, and subject/verb agreement.

Students study vocabulary with an emphasis on appropriate vocabulary from content areas. Classes also review grammar, punctuation, and spelling through *Daily Oral Language* exercises.

Teachers will emphasize that neatness counts and excellent penmanship is expected at all levels. Students are instructed in proper size and formation through regular handwriting lessons.

Our students have many opportunities to develop their skills in the area of composition. Teachers offer extensive instruction and modeling of the writing process beginning in the early elementary grades. Students explore all forms of writing including descriptive, persuasive, and creative.

Students are instructed in giving oral presentations. Teachers will show students how to prepare their materials and deliver their presentation in a professional manner appropriate for their grade level. Students will frequently give research presentations related to topics being studied in areas such as history, geography, and science.

Mathematics

Saxon Math is built upon the belief that the most effective way for students to learn is through a gentle repetition extended over a considerable period of time. At Saxon, they call this method incremental development. At its simplest, incremental development consists of the introduction of topics in bits and pieces (increments), permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.

The incrementalization of topics is combined with continuous review so that all previously learned material is reviewed in every lesson for the entire year. Topics are never dropped, but instead are increased in complexity and practiced every day, providing the time required for concepts to become totally familiar.

Lastly, students are shown how to apply what they have learned to new situations. Genuine learning is demonstrated not only through the understanding of a concept, but also through the ability to apply that concept to new situations.

Other features of *Saxon Math* include:

- New objectives are introduced through carefully selected group activities.
- Children use manipulatives, engage in discussions, and work in cooperative groups to help one another learn
- The mastery of concepts develops from hands-on experience to symbolic representation

Saxon students meet the NCTM (National Council of Teachers of Mathematics) requirements. Students emerge from the Saxon program as capable problem solvers who are able to communicate clearly mathematically.

History and Geography/Government and Economics

Thematic units have been developed in history, geography, and government. These units address the state core curriculum content standards and the Hirsch Core Knowledge Sequence. We use a variety of teacher-developed instructional

materials are used to develop each thematic unit and accomplish the learning objectives through project-based learning.

The history program is based on the Hirsch Core Knowledge Sequence. This sequence gives students an excellent understanding of ancient, United States, and world history. A strong emphasis is placed on the uniqueness of the history of the United States and the people who shaped this great country. Teachers model a respect for America and her heritage.

Because an understanding of geography is essential in the study of history, significant time is given to the instruction of geographically related topics. The geography curriculum is based primarily on the material covered in the Hirsch Core Knowledge Sequence.

Students are instructed in understanding the role of government and the political process in the United States. An emphasis is placed on the importance of being an informed citizen who participates in the political process.

We also believe in the importance of teaching children about heroes. This is incorporated into our history curriculum and offers an opportunity to also bring the Character Development clearly into the study of history.

Science

The science curriculum focuses on the Hirsch Core Knowledge Sequence with supplemental material necessary to meet the state objectives. Science includes the study of life science, earth science, and physical science.

Teachers shall have a strong commitment to hands-on, experimental science activities. Students work extensively with appropriate materials, measuring devices, and scientific instruments. A science specialist will work closely with teachers and students on a weekly basis.

Art

The weekly art classes allow students to explore the many different genres of this area. Instructors seek to provide students with an understanding of the significant role art has played in the expression of ideas throughout history. Students participate in hands-on art projects that help to develop their creativity and self-expression. Frequently these projects are related to topics currently being studied with their classroom teacher. Students also are exposed to many great artists and their works through art appreciation lessons.

Music

Students shall explore many periods of music during their weekly classes. Students spend time learning music appreciation and study great composers and their works. Theory is also an important part of music education, and children learn many basics in this area. There are many opportunities for the students to sing as a part of the class and as a part of the yearly school-wide musical programs. Generally two music programs are held each year.

Physical Education

Physical education is a sequence of developmental experiences in which children learn through movement. Physical education helps students develop in four areas. Students work on individual skill development through direct instruction and guided practice. Students learn about teamwork through playing team games. Students learn about the importance of sportsmanship through instruction and modeling by the instructor. Lastly, students are given the opportunity to develop a positive attitude toward life-long physical activity.

Library

Each class shall visit the library weekly. Students have the opportunity to read, check out books, and receive instruction in different areas of library usage.

Technology

Each classroom has a computer station. In addition, students have access to computers in the media center and classroom. There will be teacher directed computer instruction to complement the curriculum. As the year progresses, it is hoped that additional technology will be integrated into the instructional program. A comprehensive technology plan is in place in each school.

Character Development

Central to the classroom is the Character Development. Each month a different character quality is emphasized. Teachers shall discuss this quality with the students, model it, and encourage students to demonstrate it as well. The Character Development is integrated with literature and other subject matter in an effort to make it as relevant to daily living as possible. A two-year rotation of topics is followed.

The character qualities chosen each month are based on the Greek Cardinal Virtues of Justice, Temperance, Prudence, and Fortitude. These four virtues are taught throughout the year expressed as character qualities the children can more readily understand. Examples of this would include: compassion, responsibility (Justice); diligence (Temperance); respect, cooperation (Prudence); and courage, perseverance (Fortitude).

D. Assessment

It is our belief that as parents, board members and community members, we are responsible for setting high standards for the school and insuring its accountability to school goals.

Annual Assessment

We shall administer the required Indiana Statewide Testing for Educational Progress Plus (ISTEP) in Grades 3, 6, and 8 each fall. We believe this shall be a

good measure for students against the Indiana's curriculum standards. With the test given in the fall, it shall be a guide to identify those students in need of additional remediation to "catch up" with fellow classmates in meeting the state's standards.

In place of the norm-referenced section of the exam, we shall administer the Metropolitan Achievement Test (MAT) at every grade level (1-8). The MAT shall be administered to each new student in the fall and all students in the spring. This shall give the school yearly growth results showing year-to-year gains. Additionally, this shall show trends where the curriculum can be improved.

On an individual student level, MAT and ISTEP scores are reviewed by teachers at the beginning of the year to target students in need of additional help. This review is conducted before October each year and identifies students who may potentially fall through the cracks.

Other Accountability

Student Attendance. For a student to benefit from our educational program obviously attendance is a major factor in high achievement. We propose to encourage high attendance with measurable goals.

Parental Involvement. Involvement is key to increasing achievement in students. Therefore, parental involvement and satisfaction is important to the success of the program. Special parent/teacher committees have been designed to allow parents to directly impact the program with the expert guidance of school staff. We propose to measure parent satisfaction yearly with a survey that assesses the educational program, staff and school.

Professional Development. Our teachers are our greatest resource and have the most impact on student learning. Therefore, teacher development is a continual cycle with yearly teacher orientation serving as the foundation on which to build professional development.

Financial Stability. It is vital to the success of the school that the school is fiscally sound. By partnering with National Heritage Academies, we have the support necessary to start up a new school. Critical to financial stability is to reach student projections from which the budget has been projected.

Reporting. The goals of the school and measurement results shall be published yearly in the school's annual education report. Published to the school staff and parents, the mayor's office, the state and requesting members of the public. Included in the annual report shall be the accomplishments of the parent/teacher

committees, activities of the school, and the school's improvement plan in each of the identified areas of weakness.

E. Support for Learning

Code of Student Conduct

The **Crossroads Charter School** will attempt to address the needs of students through a quality education program. To be effective and to fulfill this goal, we believe that students need a positive, safe, and orderly school environment in which learning can take place without disruption. It is our belief that students who do not obey the rules of good conduct are interfering with the learning process and safety of others as well as minimizing their own opportunities to learn. The Code of Conduct for Special Needs Students is guided by each student's IEP.

All students are expected to:

- respect and obey all staff members, other adults, and fellow students connected to the school at all times.
- respect school property and that of fellow students, staff members, and neighbors (restitution for damage or loss is determined by the principal).
- use acceptable language at all times.
- cooperate in keeping the school building neat and premises neat and clean.
- be honest, courteous and kind in relationship with students, staff members, and other adults.
- obey rules and regulations necessary for the safe and orderly operation of the school.
- wear appropriate clothing that is neat, modest, and not distracting to others (the final judgment of the principal is binding in this matter).
- be punctual and in attendance at school each day unless ill or given an excused absence by the principal because of an emergency.

A full policy, with due process levels, shall be established and published to parents and students.

Family-School Partnerships

Research indicates that one of the leading predictors of student success is parental involvement. Because of this, we have taken great care to include parents in every aspect of the educational program. The more parents are involved in their child's education, the better chance that child has for academic success. We have established a school governance structure that relies on significant parental input and involvement and that perpetuates the close working partnership between staff

and parents (see “Parent/Teacher Committees”). In addition, parents are asked to volunteer their time in a variety of different ways during the school year. Numerous parents participate on various school committees as well as in the classrooms, the library, the front office and the playground.

To encourage parental involvement, we have established a “parent contract” that asks parents to commit to an active involvement in their children’s lives at the school. The company also builds into each of its school facilities a unique “parent room” designed to make parents feel welcome.

Parent/Teacher Committees

The school governance structure will consist of a minimum of six parent/teacher committees. Committees will have the freedom to shape the activities and projects of the school. The teacher usually serves as the educational expert and guides the committee. A parent will chair each committee and, in turn, serve on the School Leadership Team (SLT). The committee chairs represent the following committees: Technology, Character Development, Building and Grounds, Library, Boosters, and Curriculum.

The **Character Development Committee** may develop special community projects, for example, have the school participate in a Walk-a-thon to raise funds for a special community cause. This committee works to establish service projects involving students, staff, parents and the community. This may range from presentations, speakers, building up the school’s resource center and collecting toys, food and donations for community organizations. The goal is to not only impact the school but also reach out to the community.

The **Library Committee** will develop school-wide reading programs, bring in community members to read during reading month, and hold book fairs. Reading month gives the committee an opportunity to bring in a theater group to act out stories. Older students may be paired up with younger students for Reading Buddy Day. The promotion of reading is a year round project for the Library Committee as well as establishing the library and its policies.

The **Grounds and Facility Committee** may work to establish the playground, possibly expanding the play area to include a soccer field or a softball field. Other opportunities concern safety. Implementing policies regarding crosswalks, signs, and safety patrol. This committee also can influence the overall atmosphere of the school. They may choose to paint a wall mural, involving the student artists from each class to contribute. This committee often benefits from many “handy” parents, rather than contracting for services, creating a unified school community.

The **Technology Committee** builds on an already comprehensive technology plan. Working with technology staff, the committee will decide what additional

equipment will most impact student learning. This may mean installing televisions in each classroom for video presentations. The committee also has an opportunity to impact software decisions and the placement of additional computers. The Technology Committee implements policies and insures that the technology in the school is up-to-date and is the most effective use of technology funds.

The **Curriculum Committee** is guided by the educators of the school to improve the curriculum and its implementation each year. They may have opportunities to work with the Character Development Committee in cooperatively integrating the Character Development Program with the school's curriculum. While the curriculum is structured by National Heritage Academies to meet and/or exceed state standards, the staff and parents have the freedom to use innovative ideas to bring the curriculum to the classroom.

The **Boosters** primary function is to raise funds for the school's "extras" while providing opportunity for school involvement. Funds go towards items that the parents have chosen, such as, jerseys for intramural sports, class trips, assemblies, and special events for teacher appreciation.

A chair from each of the committees meets to create the **School Leadership Team**. This team funnels ideas and recommendations to the Board by way of the chairman of the SLT. The professional leadership of the school will bear the responsibility to ensure that recommendations and/or proposals conform to the mission and vision of the school, the budget, local, state, and federal law. If the request(s) conform, they are passed on to the Board for the final decision.

Parent Satisfaction

We shall give a detailed survey to our parents at least once a year to solicit feedback on performance and programs. This survey is published in the annual education report, as stated in the school's goals. Sampling of survey questions:

1. *My child's school delivers on its promise of:*
 - a. *Academic excellence.*
 - b. *Parental involvement.*
 - c. *Character development.*
2. *The discipline policies at the school are effective and consistently enforced.*
3. *This school has high expectations for my child.*
4. *My child is being challenged this year to reach his/her potential.*
5. *The principal is responsive to my concerns regarding the education of my child.*
6. *My child's teacher goes above and beyond my expectations.*

F. Special Student Populations

Limited English Proficient Students

The faculty will work with students and families to identify Limited English Proficient (LEP) students through home language survey of non-native speaking households, and teacher observation.

An English Language immersion program, or teaching all subjects in English, will be used to help LEP students gain familiarity with English. LEP students, of course, will receive instruction in the same academic content as native speaking English speaking students. We are committed to ensuring that LEP students will not be excluded from curricular and extra-curricular activities due to an inability to fluently speak and understand the language of instruction.

Components of LEP Immersion Program include:

- LEP students shall be identified as those students who have a less than reasonable fluency in English.
- Students will be taught the regular school curriculum through the English language according to objectives for each curriculum content area.
- Instruction takes place in regular classroom.
- Students are assessed regularly to determine progress.
- As determined by assessment, students may require language instruction and/or tutoring.
- Parents shall receive information in native language.

At-Risk and Talented Students

We anticipate serving students with a wide range of needs and abilities based on local demographics. Our teachers will be trained to identify specific needs, gifted students and limited English students early on. During the first few weeks of school, teachers will be working with students and administering curriculum-based tests to determine exactly where the child fits in the educational program.

Initially, *The Pre-Referral Intervention Manual*, by Stephen B. McCarney, Ed.D. (Publisher: Hawthorne Educational Service, Inc.) will be used to address concerns and opportunities of school students. This manual addresses the most common learning and behavioral problems encountered in the education environment. Concerns and behaviors which cannot be addressed by common interventions will be referred to Special Education staff.

Tutoring. One of the first interventions for students who are struggling in the educational program is an after school tutoring program. The program utilizes parent volunteers, paid aides, and professional staff on an as needed basis. A

summer school program will also be available for students who need extra time to master grade level content standards. This tutoring time may include interpreters for limited English students.

Use of Additional Aides. In areas with high rates of at-risk students we will increase the number of aides working with teachers as needed.

Gifted and Talented Students. Although we have specific goals related to grade-levels, students are not limited to learning only what their grade levels require. Students will go beyond the traditional limitation of age-groupings:

- (a) project-based learning that involves teachers and students establishing criteria, completing evaluations, and creating performance-based assessments; and diversified (heterogeneous/homogeneous) grouping.
- (b) computer-assisted instruction with an emphasis on technology that enhances and complements the course [note: we do not believe that the mere utilization of computerized worksheets, for example, constitutes a technology-based instructional program]; and interactive instruction utilizing CD-ROM and Internet technologies.
- (c) group and individual learning that provides specific goals and objectives for students; and specific goals and objectives for teams of students.

Special Education Plan

All students with special needs have the right to a quality education appropriate to their needs, abilities and interests. Depending on individual student need, Special Education staff will adapt or supplement regular education curriculum with additional curriculum and teaching aides.

It is the goal of our Special Education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan

The charter school will comply with all Federal and State legal requirements that every student identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are scanned to identify current IEPs from another school. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of the Special Education Building Coordinator

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs.
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs.
- Provide instruction to individuals or groups of students in the classroom as well as in the Resource Room setting.
- Administer formal and informal educational assessments.
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies.
- Facilitate effective communication with students, parents, teachers, administration, Special Education support staff and community based agencies.
- Share up-to-date professional information regarding Special Education.
- Receive referrals directed to the Child Study Team.
- Coordinate/lead Child Study Team meetings.

The Child Study Team

The Child Study Team is a committee of school and district personnel set up by the principal to ensure ongoing and effective support for classroom teachers and students. The Special Education teacher co-chairs the school's team in cooperation with the building principal. The team provides a forum to discuss students' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness/understanding of the issues affecting the student. The team acts as a pre-referral intervention-planning group for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate the team may refer a student for a formal assessment for Special Education. Parents should be informed if their child is being considered by the Child Study Team and parental permission must be obtained prior to any formal assessment of that student.

Special Education Personnel

All Special Education teachers will have the proper certification. Our ancillary staff may consist of speech and language pathologists, social workers, psychologists, and occupational therapists.

Evaluations

Special Education students are subject to an annual review and a three-year reevaluation. At their annual reviews and three-year reevaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programming for this student. Parents are informed of student progress a minimum of four times per year, at quarterly marking periods. Progress will also be shared through the telephone, written, and personal contacts.

Inclusion of Students with Disabilities

NHA is committed to the fullest level of inclusion deemed possible and appropriate by our professional team of general and special educators, administrators, and ancillary-support staff. Our goal is to educate each student in the least restrictive environment, based on a student's individual needs. This goal is derived from the belief that each student's first and primary placement should be in the general education classroom with his or her own peers. To this end, each student with a disability is the joint responsibility of both the general and special educator.

Parent Participation

Parents/Legal Guardians have the *expressed right* to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the child study process and the parent's/guardian's presence will be requested for all subsequent meetings. Parents/Legal Guardians are considered members of both the Multi-Disciplinary Evaluation Team (MET) and the Individual Education Programming Team (IEPT).

IDEA

The charter school will be in step with the major changes in Special Education. The six principals of the new laws are:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural safeguards

IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS

A. Budget

The 5-year budget and the assumptions from which the budget was based are in **Appendix F**.

Contingency Plan

By partnering with National Heritage Academies, we are assured that NHA has committed to providing the start-up funds for the school until funding payments are received. Additionally, National Heritage Academies shall cover any shortfalls or emergency costs for the school.

B. Enrollment/Demand

Projected Enrollment

GRADE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
K	80	80	80	80	80
1	75	75	75	75	75
2	75	75	75	75	75
3	75	75	75	75	75
4	50	75	75	75	75
5	50	50	75	75	75
6	-	50	50	75	75
7	-	-	50	50	75
8	-	-	-	50	50
Total Projected Enrollment	405	480	555	630	655

Parental Demand

Two hundred parents have indicated that they are interested in a school that provides academic excellence, proven teaching methods, sound character development, responsible citizenship and parental involvement. This supports our vision of a school that will represent the needs and wants of the community. Parents have already signed up for information meetings that will be held should the school receive a charter.

Recruitment and Marketing Plan

A marketing plan has been developed to include all families with children meeting the appropriate age requirements. The plan has two objectives and has been developed to be flexible should additional marketing be necessary.

Objective #1: Hold a minimum of three Parent Meetings to bring potential parents into the school and market the school.

I. Parent Meeting Format

The parent information meeting is a major component of the marketing campaign. Through open invitation, it allows any and all interested people to learn about what the school is all about. The meeting is facilitated by National Heritage Academies' representatives, members of the founding group and the principal, who will give a brief presentation and provide a question and answer period. Materials will also be handed out which include: registration sheets, brochures, applications, questionnaires and referral forms.

II. Parent Meeting Promotional Support

- a. Direct Mail
- b. Public Service Announcements
- c. News release
- d. Advertisement in local newspaper
- e. Post information on school sign
- f. Contact childcare facilities and preschools.

Objective #2: Increase visibility in the community through the following activities:

- a. Contact Real Estate offices to set up presentations and provide them with brochures
- b. Contact Child Care Centers and Pre-schools, develop relationships with director and promote Kindergarten field trips and Kindergarten Workshops
- c. Distribute fliers to locations where families or parents congregate
- d. Contact newcomers' or welcome wagon
- e. Contact recreation leagues for children—i.e. soccer clubs, gymnastics, etc.
- f. Investigate advertising opportunities
- g. Set up in-home small group meetings
- h. Contact all parents who have indicated an interest in the school
- i. Involvement in and presentations to Service Clubs
- j. Arrange for appearance on local cable TV—if applicable
- k. Arrange for involvement on local radio talk shows—if applicable

Enrollment and Lottery Process

- The school shall not discriminate on the basis of intellectual or athletic abilities.
- The school shall not discriminate on the basis of “measures of achievement or aptitude.”
- The school shall not discriminate on the basis of personal disabilities or any other basis that would be illegal for an existing school district.
- The school shall provide for the education of its pupils without discrimination as to ethnicity, race, creed, gender, national origin, religion, or ancestry. The school shall comply with all state and federal civil rights laws.
- The school shall not charge tuition (but may charge fees in the same manner as existing public schools).
- The school shall not enroll any student who is not a resident of this state, except a foreign exchange student.
- The school shall comply with all state and federal laws applicable to public schools concerning church-state issues.

First Year: For the first year, a 30-day enrollment period shall be published in a local newspaper and to all parent/guardians who have made inquiries about enrollment. Applications shall be mailed or faxed upon request.

Applications received during the 30-day enrollment period are time/date stamped upon receipt. Upon the close of enrollment, if any grade has received more applications than spaces available a lottery is held in all grades.

Lottery Procedures (First Year only):

Step One: The **grades levels** are randomly drawn to determine which grade shall be drawn first.

Step Two: Applicants are drawn completely for each grade in the order determined in Step One, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled if there are openings.

Step Three: After all spaces are filled, the drawing continues to determine the order of the waiting list.

Subsequent Years: For the following years, any parent/guardian may submit an application for enrollment at any time. A new application must be submitted every year. The close of enrollment date shall be published in a local newspaper at least 30 days prior to the last day of open enrollment. For purposes of a lottery, the enrollment period shall end on the last business day in February each year. Applications shall be mailed or faxed upon request.

Applications received prior to the close of the enrollment period are time/date stamped upon receipt. Upon the close of enrollment, if any grade has received more applications than spaces available a lottery is held in all grades.

Lottery Procedures (Subsequent Years):

Step One: **Current students** are automatically reenrolled to the next grade.

Step Two: The **grades levels** are randomly drawn to determine which grade shall be drawn first.

Step Three: **Siblings** of currently enrolled students are automatically enrolled if spaces are available. If a grade has more sibling applicants than openings, sibling applicants are randomly drawn.

Step Four: **New applicants** are drawn completely for each grade in the order determined in Step One, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled.

Step Five: After all spaces are filled, the drawing continues to determine the order of the waiting list.

C. Governance and Management

Governance Structure

The **Citizens for Educational Excellence** Board of Directors shall govern the school. It shall be comprised of community leaders, educators and parents of the community. The Board will have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. The Board of Directors will assure that the school operates according to the terms and conditions of its authorizing charter as well as all applicable federal and state laws. The Board shall govern the policies, procedures and expenditures for the school.

The Board of Directors intends to contract with National Heritage Academies (“NHA”) to create an enduring partnership, whereby the Board and NHA will work together to bring educational excellence and educational innovation to the school. NHA will be responsible for and accountable to the Board for the performance of the school. NHA will report to the Board at least once a month at the regularly scheduled board meetings.

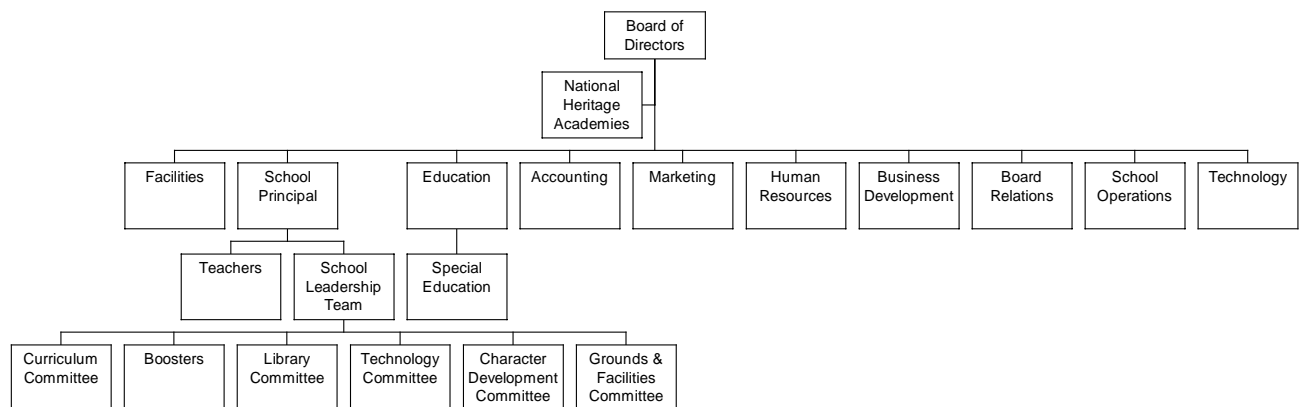
The school utilizes a specific school improvement structure to ensure appropriate input from all parties in the school improvement process. School committees (as described above under “parental involvement”) comprised of parent and school staff will include: Technology, Character Development, Building and Grounds, Education, Library, Boosters, Hospitality, and Ambassadors. These chairs meet once a month to plan for the different aspects of the school and will report to the Board.

Organizational Structure

The School Principal will work in partnership with NHA to operate the school. NHA will operate the administrative functions of school, leaving the School Principal to operate the day-to-day activities of the school. The functions which NHA will manage and administer include, but are not limited to: the educational program; personnel recruitment and recommendation; maintenance and operation of the school building; business administration of the school; extracurricular activities and programs; professional development of the school principal and instructional personnel; and the selection and acquisition of the instructional materials, equipment and supplies.

The School Principal reports to the Board of Directors on the fiscal and operational management of the school. The staff and volunteers report directly to the School

Principal. A close relationship between NHA and the School Principal is necessary for each to perform their functions. For example, each year before school starts the School Principal will meet with the Accounting Department at NHA to prepare the budget for Board approval.



Articles of Incorporation

Please find in **Appendix G** the Articles of Incorporation.

By-laws

Please find in **Appendix H** the By-laws.

Not-for-profit Status

We have retained the services of Deloitte & Touche to apply for the 501(c)3 status of the non-profit corporation. Deloitte & Touch has successfully completed the process for Rochester Leadership Charter School. Please find in **Appendix I** a letter regarding the determination for Rochester Leadership Charter School.

Board Powers and Responsibilities

- Purchase, lease, or otherwise acquire property
- Appoint officers or delegates as needed
- Adopt, amend and repeal Code of Regulations
- Conduct its business, carry on its operations and exercise its powers as a corporation

Participate with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the school

- Make contracts, incur liabilities, borrow money on behalf of the school
- Review and approve the annual budget
- Approve the general recruitment and admission policies
- Be responsible for the fiscal and academic policy
- Make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management of the school, including conduct of students
- Expend reserve funds at its discretion
- Retain independent auditor to conduct an annual audit of the school
- Insurance of the Board and the school
- Review reports of the administrator and NHA
- Oversee the activities of the administrator, parent committees and NHA

Board of Directors Roster

The Board of Directors for **Citizens for Educational Excellence** consists of the founding group of this proposal. Information regarding each of the following members is located in **Appendix A**.

Brown, Dr. Thomas L.
3727 Linwood Ave.
Indianapolis, IN 46218
1-317-925-5076

Green, Fredrick H.
6328 Knyghton Rd.
Indianapolis, IN 46220
1-317--254-8009

Davis, Joseph H.
9262 Backwater Dr.
Indianapolis, IN 46250
1-317-335-7519

Jordan, Kathryn
1749 Park North Bend
Indianapolis, IN 46260
1-317-872-1827

DeMarco, John
608 E. 50th St.
Indianapolis, IN 46205
1-317-924-2532

Policy Process and Decision Making

Throughout the year, the **Citizens for Educational Excellence** Board shall develop and adopt policies to govern the school. The parent committees and school staff may propose policies, however, it shall be the responsibility of the Board to review and consider each policy before approval. Following is a list of potential policies currently being considered:

- Admission Policy
- Board Policies: Open Meetings, Freedom of Information, Media, Public Comment, Bylaws, etc.

- Dress Code
- Facility Use Policy: Use of the facility during non-school hours
- Human Resource Policies
- Internet Use Policy: For use of the Internet by staff and students
- Library Policy
- Media Policy: A policy for staff in dealing with the media
- Purchasing Policy
- Student Code of Conduct (Discipline Policy)
- Technology Acceptable Use Policy
- These policies shall be reviewed by legal counsel and National Heritage Academies prior to final approval by the Board. Necessary policies shall be published in the Employee Handbook and the Parent/Teacher Handbook. All other policies shall be open to the public.
- Volunteer Policy

Board Recruitment, Selection and Development

The Board of Directors shall be recruited from founding members, community leaders, business leaders, educators and parents of the community. Each director shall be selected on his or her experience and knowledge in regards how they can benefit the school.

Qualifications for Board membership shall include but not be limited to: (a) an interest in children and their education; (b) enthusiasm for the school and conviction in its purpose; (c) willingness to give time and energy to the school; (d) special skills to address specific management and needs of the school; (e) ability to represent the community and interpret community needs and views; (f) willingness to accept and support decisions democratically made; and (g) ability to represent the school to the community.

New board members will be introduced to the vision and mission of the school prior to nomination to the board. Additionally, potential candidates shall be invited to board meetings to give the entire board an opportunity to ask questions. New members shall be given the current policies of the school as well as board minutes from 12 months prior to the current month. The board members shall serve staggering terms of 3 years each to allow the board to maintain the vision, mission and program of the school.

Board Role in Relation to School's Leader

The **Citizens for Educational Excellence** Board shall work directly with the school principal to insure that the following is maintained for the school:

- Managing the governance of the school
- Community Relations

- Preserving the vision of the school
 - a. Parental Involvement
 - b. Character Development Focus
 - c. Back to the Basics
 - d. Academic Excellence
 - e. Measurable Results

School Principal: Roles, Responsibilities, and Evaluation

National Heritage Academies will actively recruit a principal for the school. The principal is a leader whose duties include working with students, families and staff on behalf of the school to create thriving students, happy parents, energetic and enthusiastic staff while becoming the best educational solution in the community. The principal shall serve as the official spokesperson of the school.

Responsibilities of the Principal include but are not limited to:

- Provide leadership and direction to staff
- Hire and evaluate staff
- Administer scheduling, enrollment and curriculum
- Facilitate parent education and involvement
- Make formal report to management company, authorizing agent and state
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Maintain budget

Qualifications:

1. Must meet state requirements for elementary principal certification or be certified.
2. Possess a minimum of a Masters degree from an accredited institute.
3. Demonstrated successful leadership as a school principal.
4. Demonstrated successful teaching experience.
5. Exhibited leadership in working with professional staff, students, and the community.

Evaluation:

The School Principal is involved in extensive evaluation process with the following key points addressed to determine areas in need of improvement:

- Financial responsibility
- Student performance
- Mid-year evaluation
- Observations by NHA staff
- Parent satisfaction surveys

EMO

Please see **Appendix J** for information on National Heritage Academies.

D. Human Resources

The Ideal Teacher

Each teacher is asked to give a great deal, but is also given outstanding curriculum with which to work. Our curriculum and standards have been carefully chosen. We shall choose teachers who we believe will be able to successfully implement our curriculum.

The primary responsibility of the teacher in the area of curriculum is to teach the given curriculum. In many schools teachers may choose what they are going to teach and what they are going to skip over. In our school it is expected that all of the curriculum will be taught according to the expectations presented.

Lessons taught should be academically-focused and content-driven. Not only will the curriculum be taught, it will be taught for mastery. Our students must master the material for their grade level in order to be successful at the next grade level. It must be taught, reviewed, and re-taught until the children have mastered it. Only then has a teacher truly done his/her job.

An outstanding teacher will understand that learning is a process. Patience is required. The material to be mastered must be taught slowly and in an organized manner. Repetition and review are critical if students are to master the subject matter. Homework should reinforce the concepts learned in school and further help the children to learn all they can.

While it is certainly important to care about the children in a classroom, the teacher's primary responsibility is with their academic potential and needs, not the affective side of education.

Qualifications and Attributes of a Teacher

Each teacher reports to the principal of the school.

Qualifications:

1. Elementary Teaching Certificate (Special Education Certification a plus)
2. Demonstrated ability to communicate and work effectively with parents.
3. Demonstrated ability to adapt to individuals specific needs.
4. Demonstrated ability to adapt to differences and changes in characteristics of

- students, programs, leadership, staff and community.
5. Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.
 6. Demonstrated ability to evaluate tests and measurements of achievement.
 7. Demonstrated ability to work effectively as a team member.

In addition to the job description, the teacher's responsibilities include the following:

1. Strategically plan the year's learning objectives.
2. Model enthusiasm for learning.
3. Teach the curriculum provided for your grade level.
4. Provide thoughtfully-prepared, high-quality lessons each day.
5. Develop materials as needed for all academic subjects to insure excellent opportunities for students to master material.
6. Assess student learning and check frequently for mastery of material.
7. Provide parents with regular feedback regarding their student's progress through verbal contact, written contact, progress reports, report cards, and parent/teacher conferences.
8. Promote the moral focus by establishing an atmosphere of integrity, high expectations, and sensitivity.
9. Maintain a neat, orderly, functional, cheerful-looking classroom.
10. Work effectively with your grade level team (where applicable) and the rest of the staff team.
11. Supervise recess periods, lunch periods, and other activities when a parent volunteer is not available.
12. Follow the NHA Student Code of Conduct and all discipline policies.
13. Grow professionally through further academic studies.
14. Understand and support all aspects of the *NHA Employee Handbook and Benefit Plan Descriptions*.
15. Assist the principal in other duties as requested.

Teacher Recruiting and Hiring

The goal will be to attract and recruit teachers who are passionate about education, dedicated to children and who will promote the mission and goals of the school. The objective will be to identify, market to and solicit 10 candidates for each teaching position to be filled. A recruiting package will be developed to present at campuses, fraternities and job fairs. Recruiting events may include speaking engagements, receptions, parent meetings, and direct mailings.

Each teacher will be hired per the job qualifications and requirements developed for each position at the school. Before a teacher is hired, all legal paperwork shall be

completed as required. Additionally, background checks and reference checks will be conducted on each potential hire.

Professional Development

To further develop a sense of ownership and create new professional opportunities, employees will be given the opportunity to participate in a system aligned to provide training and performance based compensation. Through objective results i.e. "Parent surveys", "student performance," "classroom observation," and "peer review," teachers are able to customize staff orientation and training to specifically address their own needs. Additionally, teachers who achieve outstanding results are able to increase their pay via a performance-based bonus. We believe these are compelling reasons for an educational professional to leave their traditional positions and accept a community based charter school opportunity.

The charter school will give teachers the freedom to be innovative in developing teaching methods, activities and lessons, based on the state framework, resulting in greater education outcomes. This autonomy from district rules and regulations gives increased flexibility and empowers staff to create student success. Parents, through choice, are given a voice in the structure and development of the Charter School. Student outcomes and parent response is the accountability system for the school. Through this the Charter School will have the incentive to maintain good programs.

Science seminars by grade level and/or topic are provided to teachers on a monthly and bi-monthly basis to support their understanding and implementation of science with emphasis on both state standards and Core Knowledge Sequence curriculum.

A **teacher mentor** will assist teachers with the attainment of literacy (reading, writing, listening, speaking, and thinking) in the classroom using *Open Court Collections for Young Scholars*. {tc "A teacher -mentor will assist teachers with the attainment of literacy (reading, writing, listening, speaking, and thinking) in the classroom using *Open Court Collections for Young Scholars*. "}

A **teacher mentor** will assist teachers with attainment of a coherent content in history, geography, language arts, mathematics, science and the fine arts through the Hirsch Core Knowledge Sequence. Additionally, teachers attend yearly conferences with educational partners throughout the year. To minimize teacher absences, one or two teachers will be elected to attend a conference and will bring back the information to share with the rest of the staff. One such conference, the Hirsch Core Knowledge Conference refreshes teachers on the Hirsch Core Standards, a basis for the Charter School's reading program. Dedicated to excellence and fairness in early education, the Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E. D. Hirsch,

Jr. The foundation conducts research on curricula, develops books and other materials for parents and teachers, and offers workshops for teachers.

Another example is **The Link Institute**, a nonprofit organization, which promotes quality education by offering intense 5-day workshops. The programs are specifically designed for elementary school teachers and educators to enhance their knowledge in specific subject areas such as history, science, and literature.

National Heritage Academies offers **NHA-U**, a professional development program specifically designed for teachers to enhance their knowledge in several specific subject areas. Offerings will include: Dr. Jerry Treadway, author of Open Court, presenting “Building a Balanced Reading Program with Open Court”; Karen Bumpus presenting a course on the Collins Writing Program; Barbara Smith's class: Brain Gym; Dr. Sharon Lockett presenting: “Successful Management of Difficult Students.”

Staff Evaluation

Staff will be evaluated on three separate points, each point being weighted and impacting salary review.

1. Observation

Staff is evaluated through peer observations and principal evaluations. These observations and evaluations become a part of the teacher's file and will be reflected in the yearly reviews.

2. Student Scores

Student performance counts for a major portion of a teacher's evaluation. Student performance can be measured by growth as indicated in student report cards, as well as increased grade levels on the ISTEP and MAT from the prior year. As part of a teacher's yearly review, student report card grades and test scores on the ISTEP and MAT will be weighted to determine the teacher's improvement areas.

3. Parent Satisfaction

Every year parent satisfaction is measured by an extensive parent satisfaction survey. The results measure teacher performance, administration and overall school experiences. The teacher's results are tabulated and used to improve performance.

Projected Staff

Secretary:	1
Principal:	1
Teacher:	15
Technology Specialist:	.5
Special Education Teacher:	1

Para-professional:	.5
Instructional Aide:	.5

Staff Roles and Responsibilities

Following are brief descriptions of the staff the school will employ:

The **Secretary** shall maintain the school's bookkeeping, answer phones, maintain attendance and lunch program, and provide assistance to students, parents and staff.

The **Technology Specialist** shall maintain computer systems at the school, provide expertise in purchasing programs, provide staff with technological opportunities and assistance in computer instruction and long range planning technology.

The **Teacher** shall provide direct and indirect instruction, long and short term planning addressing individual needs of students, evaluate students' progress, teach a multi-model approach, work as a team member on cultural, academic, behavioral, technological and social committees that will enhance programming at the school. Additionally, the teacher shall provide an inviting, exciting, innovative, learning environment, establish and maintain classroom management procedures

The **Principal** shall provide leadership and direction to staff, hire and evaluate staff, administer scheduling, enrollment and curriculum, facilitate parent education and involvement, make formal reports to management company, Board, sponsor and state, implement and follow policies and procedures, provide a safe environment for learning and maintain the budget.

The **Para-Professional** will aid the Secretary and Staff, including answer phones, provide assistance to staff and students, and clerical work.

The **Special Education Teacher** shall provide direct and indirect instruction, long and short term planning addressing individual needs of students and evaluate students' progress. Additionally, they shall teach a multi-model approach, provide an inviting, exciting, innovative, learning environment, establish and maintain classroom management procedures. In the realm of their duties they will prepare written reports accurately and submit them in a timely manner, effectively communicate with regular education teachers, parents and administrators to facilitate the IEPC procedure, as well as, provide effective consultation with parents, students, teachers and administration. It is expected the special education teachers will remain current on rules set forth in special education law and maintain privacy of student records and information.

The **Instructional Aide** will aid the special education staff and shall work with special education staff to address the individual needs of students, provide an inviting, exciting, innovative, learning environment and establish rapport with the students. Additionally, they will use materials effectively and keep lesson focused on objective and keep students on task and give feedback about performance.

Day in the Life of a Typical Seventh Grade Teacher

Number of instructional hours: 5.5 – 6.5

Number of classes: 1 elective, 3 social studies, 1 language arts

Number of planning hours: At least one per day with one day a week grade level planning

An example of a typical day . . .

- The teacher arrives to school between 7:15 and 7:30. The teacher may stop and chat with students who have already arrived about their evening and ask if they did their homework. This is a good opportunity for the teacher to get to know some the children who are not in the teacher's class.
- Every third week the class will be responsible for giving the Middle School announcements over the television. The teacher will help write out what the students need to say including the weather, lunch, special announcements, news, and sports. At about 7:45 the chosen students arrive to get the information then scurry off to the "studio" for their preparation.
- At 7:55 students begin to arrive. This is often the most hectic part of the day. Many of the students want to tell the teacher and others what happened the previous night. Additionally, this is a good time for parents to stop in to talk to the teacher about any special concerns. Lunch and fundraiser money is collected, popcorn is sold, notes from parents are delivered, and flyers are returned.
- At 8:00 all of the students are in their seats and usually ready to begin. The teacher explains the day to them, everyone watches the announcements and discuss the moral focus virtue of the month. An example of activities may include discussion of proverbs and read Rappucini's Daughter by Nathaniel Hawthorne.
- The teacher may help teach P.E. to a class of about 25-50 students. Activities include a unit on football and a unit on basketball.
- Between classes the teacher may escort student(s) who are probation to their next hour class. Disciplinary action is assigned according to the Student Code of Conduct.
- At 9:05 second hour begins. This is the teacher's planning hour. It allows the teacher to make copies and prepare for the present or following day. On Mondays the school will have a team meeting during teacher planning time.

At the meeting they discuss challenged students, policies, field trips, projects, and assignments.

- At 9:50 students begin to arrive for 3rd hour Social Studies class. There are often questions before class about the homework. The teacher will give demerits for students who are tardy 3 times and if they need to leave the room during class they must put a check on the clipboard. This is one teacher's strategy in lessening classroom distractions and keep students on task.
- 9:55 class begins. Students know that they must get right to work on their "kickoff" assignment. Things operate like a football game in the teacher's room. If they misbehave they get a penalty. The fewer penalties they get the further their team's ball moves on the field. There are rewards for scoring touchdowns and for having the most touchdowns in a quarter, and during the year.
- At 10:45 3rd hour ends and the teacher will talk to any student who receives two penalties during the hour. Students are not scolded; sometimes just talking makes an impact. As students arrive for the next class the teacher is once again surrounded by students who want to share news. The teacher tries to listen and respond to each student.
- 4th hour is much the same as 3rd. Each class of students has their own personality and interaction is unique to each class.
- After 4th hour is lunch time. Students occasionally stop by the room to chat or make-up tests. A student may come in to try out for the class play.
- After lunch, 12:20, the kids come in from recess. The teacher will monitor the hall and keep students from becoming disorderly. During this time the teacher is able to talk with some of the students from last year. Maybe they hurt their foot, or hit their first basket in a recess game, or maybe they are excited about something that their class is doing.
- 5th hour social studies class is a challenge as students are returning from lunch. The resource room teacher or an aide is in with the teacher to help out. The class can still have a good time and cover the material but instruction is modified once again to teach to a different "atmosphere" in class. The class completed a unit covering Africa and is working on a Unit over Asia. The units end with a mock trip to the continent. The class brings in native foods and play native games.
- The next class is Language Arts (1 ½ hours) and the students have begun a drama unit. To start the hour we read a portion of The Wizard of Oz and the students sing along with the parts they know. Additionally, they are also preparing for a production of A Christmas Carol. The cast list has just been posted, so the students will be busy learning their lines.
- The last 15 minutes of the day is called "academic help time." During this time, if a student is confused or just has a question, they can go see the teacher they need to see. The other students work as if it were a study hall. The teacher will also check their planners to make sure they have all of their

homework written down and have a student update the web site so that all of the homework is posted. This way students and parents can be aware of an assignment, whether the student was present or not.

- After school is another part of the day to connect with the students. This school has a “shake-out system” where each student must shake their homeroom teacher’s hand before they are allowed to leave with their parent. This way we can keep track of each student and whether they have left or not and with who. This is also an excellent time for parents to touch base with the teacher.
- The teacher may stay after school to work on the class newsletter, grade papers, work on the teacher website, put grades in the book and the computer, check attendance, figure out who has turned in assignments and who hasn’t, call parents to let them know if their student is doing well or doing poorly, prepare for the performance, plan the Mexico trip, attend the staff meeting, plan the Middle School Meeting, attend committee meetings, plan field trips (such as the zoo snooze), take care of communication between the class, the office, and the parent boosters. If the teacher has time left over it is spent on some lesson planning for the coming week.

Compensation Structure

The following is the teacher salary range based on years of experience.

Years Experience	Salary
0 (first year)	\$25,800
5 years	\$28,500
10 years	\$34,200
15 years	\$40,000
20 years	\$45,600
25 years	\$47,200
30 years	\$47,500

Following are average full-time salaries for other positions:

Secretary:	\$26,000
Principal:	\$60,000
Technology Specialist:	\$28,000
Special Education Teacher:	\$37,500
Para-professional:	\$18,000
Instructional Aide:	\$25,000

Benefits

All eligible, full-time staff shall receive benefits. Health Plan, Dental Plan, Short-Term Disability Plan, Long Term Disability Plan, Life Insurance Plan and Flex

Benefit Plan are among the benefits accessible to eligible employees and their families.

Special Education Staff

Please see “Special Education Plan” for information regarding the certification and responsibilities of special education staff.

E. Financial Management

The school shall be fiscally managed as follows:

1. Principal as a Manager

The principal is ultimately responsible to the financial operations of the school. The principal is aided by National Heritage Academies in constructing a feasible budget, staying within that budget and reporting to the Board.

2. National Heritage Academies as Administrator and Guide

National Heritage Academies is committed to providing the principal and the school staff with the tools necessary to excel at their mission. NHA will guide the staff in making decisions, providing resources and problem solving. Six years of experience in providing administrative services to charter schools has given NHA the background necessary to guide new schools to success.

3. Board as Oversight

The **Citizens for Educational Excellence** Board is the immediate oversight to the school and National Heritage Academies. It is important that the Board be experienced in education, finance, policies and parent involvement to provide the oversight in these areas of school operation.

4. Financial Policies

National Heritage Academies has developed a set of policies to track the finances of the school. An independent purchase order system is implemented by each of the schools contracting with NHA, with a checks and balance system in place between school staff and NHA staff.

Fundraising

The school and its board shall not fundraise. The parent/teacher committees may choose to hold fundraisers to fund the committees' activities.

F. Facility

Working with NHA, we shall endeavor to target 3 sites on which to build a new facility in Indianapolis, later narrowing the target to the best possible choice.

Criteria includes:

- 10-acres of vacant land
- Environment on site is non-hazardous
- Proper zoning or possibility of proper zoning
- Traffic is conducive to school population
- Safe area
- Cost
- Demographics support a new school

For each site a site analysis shall be conducted. **This criteria includes:**

- Zoning map
- Aerial map
- Site map and/or floor plan
- Review of zoning ordinance
- Process for rezoning
- Process for site plan development approval
- Projected pre-construction cost analysis
- Construction cost analysis
- Seller's information
- Availability of Utilities
- Traffic Analysis
- Site characteristics including: acreage, frontage, street access, dimensions, soil type, wetlands review, environmental issues, drainage issues, trees, water, neighborhood description
- Demographic Report

Timeline for Facility Acquisition

Locate 3 targets	January 2002
Due diligence	January – March 2002
Identify 1 Site	March 2002
Acquire land	March-April 2002
Begin construction	April-May 2002

G. Transportation

School staff shall work with parents on available options such as private carrier, shared driving, and public transportation. While it is our intention that

transportation is not a barrier for students to attend the school, transportation shall ultimately be the responsibility of the parent.

H. Risk Management

The safety of children is foremost in the minds of our founding group. It is our belief that prevention and preparation are keys to risk management. We have chosen an educational partner that will provide the school with the tools to safeguard the school, staff and families against possible liability. One of these tools is a “Best Practices” Manual that serves as a resource for all manner of school operations. This resource reinforces the training the principal and staff obtain before school begins. Monthly meetings with staff revisits problem areas and is the impetus for new policies.

Insurance

NHA has recommended insurance coverage through General Agency in a policy similar to policies acquired for the schools currently contracting with NHA. Please see **Appendix K** for an outline of coverage and premium quote for schools that are similar in structure to our proposed school.

The City of Indianapolis, the Indianapolis Charter Schools Board and related entities and their respective officers, employees and agents shall be named as an additional insured under the school's insurance policies.

I. Timeline

Task	Deadline
Adopt Bylaws	05/02
Orient Board with policies	06/02
Publish a schedule of regular Board meetings	08/02
Establish Bank Account	01/03
Acquire Insurance for Board	01/03
Marketing Plan implemented	04/03
Student Recruitment	04/03
Admissions: enrollment period	04/03
Begin Staff Hiring	04/03
Construction/Renovation	04/03
Parent Meetings: Providing Information to parents regarding the charter school	04-07/03
Furniture: Bid and ordered with a delivery plan	05/03

Equipment: Bid and ordered with a delivery plan	05/03
School Supplies: Ordered with a delivery plan	05/03
Budget, finalized and approved	06/03
Finalize school calendar	06/03
Code, fire & safety review	06/03
Custodial Services contracted	06/03
Food Service Provider contracted	06/03
Request student records from previous school	06/03
Certificate of Occupancy obtained	07/03
Move in to facility	07/03
Insurance for charter school	07/03
Staff Training (2 weeks)	08/03
Parent Handbook developed and issued to parents at orientation	08/03
Parent Committees established at Parent Orientation	08/03

V. GOALS

We have set several academic and non-academic goals by which to measure the schools success. These goals are outlined below.

GOAL: All students in grades K-8 will increase achievement.

This will be measured by:

comparing the total battery scores on the MAT. The first year baseline data will be collected. The goal is to have a number of students that score over the 50th percentile increase each year at the following minimum rates:

Year Two	Currently enrolled students:	5% more students than baseline year will score above the 50 th percentile
Year Three	Currently enrolled students:	6% more students than baseline year will score above the 50 th percentile
Year Four	Currently enrolled students:	7% more students than baseline year will score above the 50 th percentile

- GOAL: Parent Satisfaction shall be 90% each year.**
This will be measured by yearly parent satisfaction surveys.
- GOAL: Parent/teacher conferences shall have a goal of 90% attendance by parents and teachers.**
This will be measured by the teachers' parent conference attendance records.
- GOAL: By November 1 of the first year of operation, all parent committees shall be established and will have a calendar of regular meetings.**
This will be measured by a published calendar and input recorded in the minutes of the School Board at the regularly scheduled meetings.
- GOAL: Create a team-oriented environment where everyone is committed to a unified vision for the school.**
This will be measured by parent satisfaction and principal and staff observation.
- GOAL: The goal of daily student attendance shall be a minimum of 90%.**
This will be measured by the average daily attendance records.
- GOAL: Teacher Development Orientation will be attended by 95% of new staff.**
This will be measured by attendance and is an expectation of employment.
- GOAL: Meet budget targets for fiscal year.**
This will be measured by the annual budget and comparison to budget projections. The fiscal status of the school shall be published in the school's annual education report.
- GOAL: Achieve enrollment projections.**
This will be measured by actual enrollment. The Marketing Plan outlines student recruitment and shall be implemented or increased to achieve enrollment projections.

VI. Summary of Strengths

Never before have we as a people been more prepared to educate our youth. We know what comprises a sound education. We know how to engage and motivate children and we are allocating greater resources to education than ever before.

Additionally, never before has education been more important to the long-term success of our children. According to Peter Drucker in Managing for the Future we are moving to an era of decentralization and rapid change. Managers and workers will need ongoing retraining to remain competitive in the work place. Key to this retraining will be the possession of the knowledge and skills of self-learning.

Further, Alvin Toffler, in The Third Wave suggests that we are moving from an industrial age to an age of knowledge and information. He writes that knowledge and the ability to learn will be the key distinguishing points between those who have a good quality of life and those who do not. Education plays such a key role in the future prosperity of our children.

With so much knowledge and such great resources it is difficult to understand why so many schools are doing so poorly. We seek to answer this quandary through its very structure. It is suggested that a careful aligning of content standards and assessment, combined with authentic accountability through choice, leads to improved academic opportunities for children. Parents will be burdened with the responsibility of educating their children. They are to become sophisticated consumers of education. The school will become a vehicle of their will and desire for their children's success. Parents are to be provided with a multitude of high quality options for their children. Authentic accountability will be achieved at the school in Indianapolis through choice and competition. Through this, all children will benefit.

Assurance Page